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ABSTRACT

The Vocational Assessment Project for the Deaf tested the vocational interests, skills, and abilities of deaf adults in New Jersey so that accurate recommendations for vocational training and employment could be made. The work samples and psychometric tests, while similar to those used for the adult population at large, were specifically chosen and purchased for use with the adult deaf since they do not rely on hearing. The tests were administered by a skilled evaluator, fluent in sign language. This project has served as a vocational assessment model for the state, evaluating 51 clients from six counties. An additional 15 persons were assisted in training, retraining, or employment pursuits. This project has provided an important link in service delivery for deaf adults as shown by the variety of referrals from community agencies, with more than 60 percent of the clients referred by the Division of Vocational Rehabilitation. The second focus of the project was to do job counseling and job placement services for those deaf adults who were considered ready to work or to enter training programs. Clients were assisted in telephone contacts with potential employers, and a staff member acted as interpreter during job interviews and initial job placement. This process resulted in the successful placement of 75 percent of the clients in either training programs or actual employment. This one-on-one personalized follow-through and assistance, to a person with communication barriers, is often the necessary feature that makes the difference between employment and unemployment. (Author/KC)

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FINAL REPORT

of

COMPREHENSIVE VOCATIONAL PROGRAM FOR DEAF ADULTS

(SEMG 227)

1981-1982

FAIR LAWN COMMUNITY SCHOOL
P. O. Box 8
Fair Lawn, New Jersey 07410

Report Submitted by: Project Director
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PROJECT TITLE: Vocational Assessment and Training of Deaf Adults

LEGAL NAME OF APPLICANT DISTRICT, INSTITUTION OR AGENCY: Fair Lawn Board of Education
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Fair Lawn, N. J. 07410
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ABSTRACT:

The Vocational Assessment Project for the Deaf tests the vocational interests, skills and abilities of deaf adults so that accurate recommendations for vocational training and employment can occur. These work samples and psychometric tests, while similar to those used for the adult population at large, were specifically chosen and purchased for use with the adult deaf since they do not rely on the auditory channel. They are administered by a skilled evaluator, fluent in sign language.

This project has served as a vocational assessment model for the state, evaluating 51 clients from 6 counties. An additional 15 individuals were assisted in training, retraining, or employment pursuits. The fact that this project has provided an important link in service delivery for deaf adults is attested to by the variety of referrals from community agencies. As would be expected, over 60% of the clients have been referred by the Division of Vocational Rehabilitation, since their goals require the kind of expertise in vocational capability and deafness that our facility can provide.

The second focus of this project is the provision of job counseling and job placement services for those deaf adults who are considered ready to work or enter training programs. Clients are assisted in phone contacts with potential employers and a staff member acts as interpreter during job interviews and initial job placement. This process has resulted in the successful placement of 75% of the clients in either training programs or actual employment. This one-on-one personalized follow-through and assistance, to a person with communication barriers, is often the necessary feature which makes the difference between employment and unemployment.

This project reported herein was conducted pursuant to a contract from the New Jersey Department of Education, Division of Vocational Education and Career Preparation. It was funded under Section 132 of the Public Law 94-482.

Project Duration: 9/1/81
Beginning Date

6/30/82
Ending Date

The Contractors undertaking this project were encouraged to express fully their judgements in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official funding agency positions or policies.

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II - TEXT

A. Introduction

1. Problem

There is a continuous need to provide vocational assessment and counseling to deaf adults so that vocational opportunities can be developed and placement can occur. Because of the special needs of the deaf, it is important that the assessment and counseling process be carried out by personnel skilled in communicating with the deaf as well as knowledgeable in the field of vocational assessment and counseling.

2. Objectives

a) To continue the model Vocational Assessment Program for Deaf Adults so that deaf individuals can participate in a formal evaluation of their interests, skills and abilities in order to develop realistic career opportunities.

b) To continue and expand the job placement component of the project to deaf clients in their pursuits of employment and/or training.

3. Definition of Terms Used

This project has served deaf adults. The criteria used to determine deafness was the one chosen by Schein and Delk for prevocational deafness, "the inability to hear and discriminate speech through the ear alone." [1]

4. Related Research and Background Information

The deaf population, on the whole, is characterized as a group whose potential is largely undeveloped. The average 18 year old deaf person reads at a fifth grade level or lower. [2] As would be expected from a group with low literacy levels, the average income is very low. The deaf worker's average income is 72% of the general population average. The non-white deaf

worker earns, on the average, only 62% as much as non-white workers in general. The proportion of blue collar workers is far higher among deaf workers than among workers in general. Since deaf adults are underemployed, underpaid and have not reached their potential it has been said that:

> The substance of the problem is that, despite a normal capacity to learn and motor skills representative of the general population, the overwhelming majority of deaf people are being stifled in unskilled and semi-skilled manual labor. Even more unfortunate is the nature of this manual work, which tends to be in manufacturing, letter press operation, and other fields where employment opportunities are rapidly diminishing. By contrast, service industries, government employment, technology and professional work, which are rapidly expanding, have few deaf people. For the 30 per cent of deaf adults functionally illiterate, or even for the over 50 per cent with a fifth grade education or less, unemployment may become rampant. [3]

"The projection of labor market trends points to a decline in demand for many of the occupations in which deaf persons presently congregate. Retraining will be necessary for many deaf adults, in order to maintain employment in the coming decade." [4]

Based on the National Census of the Deaf and the U. S. Census, there are presently estimated to be 24,960 deaf adults ages 18 to 64 in New Jersey with about 2,250 in Bergen and Passaic Counties. [5] As these people become phased out of their current jobs, they will need retraining. The majority are in jobs below their capabilities and potential. These are candidates for retraining.

In our present society the average adult can expect several job changes during his lifetime. Adults with normal hearing have many options for retraining. Post-secondary schools, on-the-job training, government sponsored training programs such as CETA and Manpower, have been readily available to people with normal hearing. The deaf have not made much use of these options in New Jersey. Part of the reason for this lies in the

nature of the disability. "The disability of deafness, which is the inability to understand speech through the ear alone, interferes with the very nature of instruction: the verbal interaction between teacher and student." However, the New York University study of "Continuing Education of Deaf Adults" suggests that the communication barrier presented by deafness can be partly overcome by the use of a network that includes specialized services such as manual communication, interpreters, special materials and additional educational techniques. Because this complex network has not been brought into play for the deaf client, community resources have not been readily utilized. [6]

There is a need for appropriate assessment and counseling before directing clients to the training or retraining locations. This methodology is well established and confirmed in a study by the Arkansas Rehabilitation Research and Training Center. [7] A variety of work assessment samples are available and have been successfully used to measure interest, aptitudes and abilities of hearing individuals. In the last few years, work sample assessment programs such as the TOWERS, JEVS and SINGER have been adapted for use with the deaf by the New York University and the Florida School for the Deaf and Blind. These instruments emphasize visual and hands-on training modules and assessments.

The establishment of the Vocational Assessment Program for the Deaf at the Fair Lawn Community School in 1980-81 and its continuation in 1981-82, has provided the state of New Jersey with the only facility in the state with the expertise to evaluate the vocational aptitudes, interests and abilities of deaf adults. The additional funding allocated in March, 1982

for a Job Placement Counselor has made it possible for follow-up services to occur. These services have made it possible for deaf clients to get assistance with their job searches, job interviews and ultimate job placement. In addition, this allocation has made it possible to spend time pursuing opportunities for job training.

B. Body of Report

1. Procedures

The Vocational Assessment Program for Deaf Adults established in 1980-81 continued its operation. The assessment process was implemented by an evaluator skilled in communicating with the deaf. The Vocational Evaluator was responsible for a wide variety of duties involved in the assessment process. Specifically this person was responsible for:

1. Managing the Vocational Assessment facility which involves
   a) all intake processing and scheduling of deaf clients.
   b) administering the vocational assessment tests.
   c) written reports to referral agencies on results of the vocational assessments.*
   d) conferences with clients and/or their families to discuss the results of the evaluation process.
2. Working with the Job Placement Counselor to facilitate options for employment or training.
3. Ordering and purchasing of additional work sample components/ instruments.

The evaluation process involved a wide array of work sample and psychometric instruments that were selected as appropriate for use with the deaf. None relied on auditory capability.

The materials used for the vocational assessment of deaf adults were as follows:

1. Valpar Work Samples measuring
   a)Eye-Hand-Foot Coordination
   b)Multi Level Sorting
   c)Upper Extremity Range of Motion

* See Samples in Appendix

d) Use of Small Tools
e) Simulated Assembly
f) Soldering and Inspection (Electronic)
g) Electrical Circuitry and Print Reading
h) Independent Problem Solving
i) Whole Body Range of Motion
j) Tri-Level Measurement

2. VITAS Evaluation System consisting of the following work samples:
   a. Nuts, Bolts and Washer Assembly
   b. Packing Matchbooks
   c. Tile Sorting and Weighing
   d. Collating Material Samples
   e. Verifying Numbers
   f. Pressing Linens
   g. Budget Book Assembly
   h. Nail and Screw Sorting
   i. Pipe Assembly
   j. Filing by Letters
   k. Lock Assembly
   l. Circuit Board Inspection
   m. Calculating
   n. Bank Teller
   o. Proof Reading
   p. Payroll Computation
   q. Spot Welding
   r. Laboratory Assistant
   s. Drafting

3. S.A.V.E. Components in the Clerical, Motor, Numerical, Spatial and Technical Areas.

   a. Clerical Recording and Transaction
   b. Crawford Small Parts
   c. Collating
   d. Ruler Reading and Order Filling
   e. Bolt Sorting
   f. Form Perception
   g. Snellen Eye-Chart
   h. Machine Sewing

4. Purdue Pegboard to Measure finger dexterity and fine motor coordination

5. Bennett Hand Tool a measure of gross motor coordination

6. Psychometric Tests which include

   a. The WRIOT - a pictorial interest test
   b. The WRAT and the Gates MacGinitie Tests of Reading and Mathematic Abilities

7. Additional paper and pencil tests were added to measure skills in various work-related areas

   a. Minnesota Clerical Test
   b. Minnesota Paper Form Board
   c. Graves Design Judgement
   d. SRA Short Occupational Knowledge Tests
   e. Computer Operator Test Battery
   f. Typing Tests
   g. Electronic Projects Kit
   h. Dvorine Color Plates

8. STOUT Work Samples fully assembled to date are:

   a. Bank Teller
   b. Typist
   c. Money Handling
   d. Accounting
   e. Medical Terminology

   The following STOUT Work Samples are in the process of being assembled:

   a. Bicycle Wheel
   b. Greenhouse
   c. Small Engine
   d. Mail Sorting and Postal

The evaluation period for each client ranged from 5 full days to 10 full days depending on a variety of factors. There factors included the availability of the client, the ability of the referral agency to provide transportation, the communication level of the client and the intelligence or speed with which the client could complete assigned work samples.

A student-intern, on a part time basis, from New York University was utilized as a Job Placement Counselor and as an aide in the Vocational Assessment Program from September 1981 to December, 1981. From January, 1982 until the end of March these services were not provided. Beginning in March 1982 an allocation of $6,000 was received to re-establish this much needed component of the project.

The Job Placement Counselor was responsible for the following services:

1. Making contacts with industry, community agencies and state employment agencies to:
   a. sensitize them to deafness
   b. seek out possibilities for job placement for deaf individuals
   c. seek out potential on-the-job training possibilities for deaf individuals
2. Working with Vocational Evaluator to correlate abilities and need of evaluated clients with suitable places of employment or vocational training.
3. Serving as liaison between the client and industry, community agencies and state employment agencies to facilitate initial stages of job placement or on-the-job training.
4. Providing clients with work adjustment skills, such as assistance in filling out employment applications, assistance in understanding "Want Ads", and discussing appropriate attitudes, dress and work ethics.
5. Serving as an interpreter during the job interview and during the initial stages of job placement, if necessary.

2. Findings

Fifty-one deaf clients went through the Vocational Assessment process this year, 26 males and 25 females.

The tables below reveal some essential data involving the age of the clients, their geographic distribution, the referral source and the outcomes upon completion of the evaluation process.

Table I. Age Range of Clients:

Age Category:	Number of Clients:
17 - 20	21
21 - 30	13
31 - 40	10
41 - 50	3
51 - 60	4

Table II. County Where Clients Reside:

County:	Number of Clients:
Bergen	26
Essex	10
Union	4
Monmouth	4
Passaic	4
Hudson	3

Table III. Source Through Which Clients Were Referred to the Fair Lawn Vocational Assessment Program for Deaf Adults:

Referral Source:	Number of Clients:
Division of Vocational Rehabilitation	30
Fair Lawn Deaf ABE	5
Schools	9
Hospitals	1
Division of the Deaf	2
Place of Employment	1
Division of Youth and Family Services	1
Self	2

Table IV. Outcome Upon Completion of the Evaluation Process:

Service Performed:	Number of Clients:
Referred to DVR for Further Services (psychological counseling, work adjustment training, job placement services in their geographic area)	12
Placed in a job	8
Continued as full-time student	11
Continued at present job *	4
Placed in formal training	6
Referred for Sheltered Workshop	3
Seeking job placement or training	6
Self-exploration of career options	1

In addition to those clients who were assessed, 8 clients who had been through the vocational assessment process in 1980-81 returned for further services. The following table reveals the outcome of these services performed.

Table V. Clients Assessed in 1980-81 - Services Performed 1981-82:

	Number of Clients:
Placed in a job	7
Placed in formal training	1

The existence of a project that serves the vocational needs of deaf adults is unique in New Jersey. The Fair Lawn Vocational Assessment Project for Deaf Adults has become known throughout the state and its staff has been called upon to assist in a variety of related services. The table below reflects the wide array of requests for ancillary services that this project has been asked to provide.

* One client was upgraded as a result of the evaluation, one client is continuing at his present job while seeking new employment opportunities which are necessary because of a degenerative disease. The Vocational Evaluation Process helped him focus on new career opportunities.

Table VI. Ancillary Services:

1. Referral Services for Persons Seeking Program Assistance:	Number of Requests
a. Other vocational assessment agencies in distant geographic locations	4
b. Deaf Adult Basic Education Services	30
c. Private tutoring for deaf persons	4
d. Instruction in sign language for hearing persons	8
e. Interpreter services	10
f. Programs for assessment of specific job skills	2

2. Program Services Provided for People Seeking Assistance: Type of Request	Number of Requests Made and Filled
a. Emergency interpreter services	4
b. Making telephone contact for doctor and legal appointments	20
c. Assistance in contacting professionals for psychological counseling	5
d. Providing "deaf awareness" information for persons requesting data	8
e. Providing program information and tours to interested parties and agencies seeking assistance in setting up vocational evaluation programs	11

The Fair Lawn Vocational Assessment Project for Deaf Adults does not discriminate between the sexes, and provides male and female clients with equal assistance.

3. Interpretation of Findings

There are two important conclusions that can be drawn from the results above. The first is that the existence of the Vocational Assessment Project for Deaf Adults has become an important step in the process of assisting deaf adults pursue employment and training opportunities. The fact that agencies in the community (other than Fair Lawn) referred 43 of the 51 clients is a reflection of the need for the service and a testimony to the quality of services provided. The Fair Lawn Vocational Assessment Project has become known throughout the state; clients as far away as Monmouth County have come through the program because of the high quality of services offered.

As it can be seen from Table III, the New Jersey Division of Vocational Rehabilitation (DVR) has been the prime referral agency. The thoroughness and specific recommendations in the reports issued on each client, have made it possible for DVR to continue to provide qualitative follow-up services to many of their deaf clients.

The fact that 86% of the clients assessed were under 30 with many years of potential employment, reveals the significant impact of this type of assessment at a critical time in their working lives. Nine of the 21 clients in the 17 - 20 age bracket are students currently enrolled in the Midland Park Secondary Hearing Impaired Program (S.H.I.P.). This program requested that the Fair Lawn Vocational Assessment Project perform a complete vocational assessment of these nine students in order to develop realistic educational and vocational planning goals. The fact that high schools serving deaf youngsters have made use of this assessment process is a further demonstration of the need for this type of service

in a comprehensive network of vocational programming.

Secondly it is critical to look at Tables IV and V. In this year's project, thirteen of the nineteen clients who were considered ready for job placement or training at the end of the evaluation period, were successfully placed. An additional eight clients from the previous year's assessment who returned for assistance were also successfully placed. Industry's reluctance to hire deaf individuals, and the limited number of facilities available for training deaf adults, were major obstacles to overcome. The successful placement of these twenty-one individuals reflects a major effort and a major step in overcoming these obstacles. It is also an affirmation of the value of the two step process: the results of the vocational evaluation process and the recommendations made, made it possible for the Job Placement Counselor or DVR to focus on specific and realistic employment and/or training opportunities.

4. Dissemination Activities Implemented

A flier was developed and sent to over 200 deaf individuals and to more than 50 agencies serving the deaf throughout New Jersey. In addition, news releases were sent to major newspapers in the region as well as newspapers and clubs specifically serving the deaf community. Personal contacts were made by the Vocational Evaluator and Job Placement Counselor to all DVR counselors in the north Jersey area to inform them of the details of the services provided. The liaisons established in 1980-81 with the Division of the Deaf and with the Bergen County Office of the Handicapped were reaffirmed.

C. Summary

1. Conclusion

The two stated objectives were met. The services provided by this Exemplary and Innovative Project filled a void in services for deaf adults, and were used by close to 100 deaf individuals and agencies. In a two year period, the Vocational Assessment and Job Placement services have provided a significant link in the network of supportive services for the deaf consumer through the provision of quality evaluation and quality assistance in the pursuit of employment and training opportunities.

2. Recommendations

It is essential that the project be continued and a way be found by the Department of Vocational Education to allocate ongoing funding so that year-to-year grants are not the source of funding. The Fair Lawn Vocational Assessment Project for the Deaf has provided individuals with assistance in one of the most essential and elemental areas of their lives -- employment. This project deserves continued support.

It is recommended that a full time job placement counselor be included in the ongoing service delivery so that qualitative personalized attention can be given to finding employment for deaf clients.

D. Footnotes

1. Schein, Jerome; Delk, Marcus; Lipman, Henry; Bowe, Frank; Freebairn, Thomas Continuing Education of Deaf Adults, Report of Survey Conducted for the Bureau of Education for the Handicapped, United States Office of Education, Deafness Research and Training Center, New York University, 1976.

2. Ibid., p. 17.

3. Ibid., p. 9.

4. Ibid., p. 64.

5. Ibid., p. 2.

6. Loc. cit.

7. Dixon, A.J., The Rehabilitation of the Deaf, A Training Guide, Arkansas Rehabilitation Research and Training Center, 1973, p.31.

Morlot Avenue and Philip Street
Fair Lawn, N.J. 07410
201-791-8040 (Voice/tty)

Vocational Assessment Report

Name: [redacted]

Address: [redacted]

Telephone No.: None

Marital Status: Single

Soc.Sec.No.: 149-40-0990

Education: High School Graduate

Occupation: Maintenance Worker

Date of Birth: 6-8-48

Age: 33

Assessment Period:
1-11-82 through 1-27-82

No. of Days Present: 4

No. of Days Absent: 1

Date of Report: 1-29-82

Reason For Referral:

The client is presently employed as a Custodian at Hoffmann-LaRoche Co. in Nutley, N.J. He had expressed an interest in a transfer to other types of work in the company, and was subsequently referred to this Program by Mr. Stan Kloss of the company's Career Guidance Department for an assessment of his skills and aptitudes.

Background Information:

The client is a tall, husky, 33 yr. old Caucasian male. Neatly-groomed and well-mannered, the client is easy-going, sociable, and respectful of others.

No medical records were available on the client. He stated that he was born deaf because his mother "was sick during pregnancy." The client has a bi-lateral hearing loss, with a more severe loss in his right ear. Although he wore a hearing aid in his left ear during his youth, the client stated that he stopped using the aid in 1969 because "it was old and not working."

The client's parents are deceased, and he lives alone in an apartment in Rahway, N.J. He has one older sister who also lives in Rahway, and who is hearing. The client also stated that he has a deaf girlfriend who presently resides in Italy, and with whom he corresponds on a regular basis.

The client attended the Marie Katzenbach School for the Deaf in West Trenton, N.J. from 1952 until 1969, when he received his high school diploma. He stated that he did not enjoy Math or Art classes, and that his favorite subjects were Science, Reading, and Social Studies. While at the Katzenbach School, the client majored in Photography. He stated that he was an "average" student, and his ambition was to be a foreman or supervisor. The client did not take any additional educational courses after completing high school, but mentioned that he would be interested in attending classes at a trade school.

After graduation, the client was employed full-time as a Printer for Miller Northern Co. in Rochelle Park, N.J. from 1969 - 1977. His duties included operating the engraving press, and performing general printing work. The client said that he enjoyed the printing duties, but disliked the "poor benefits", and decided to leave the company because his "salary was too low."

Name: [redacted]

While he was employed at Miller Press, the client took on a second, part-time job as a 'Bouncer' at night for the "Foxy Lady" bar in South Amboy from 10/75 to 5/76. In 1976, the client was laid off from Miller Northern Co. for 5 months because business was slow. During that time, the client worked as a Mason for a friend's construction firm in Bayonne, N.J.

From 5/77 to 10/77, the client again worked part-time in the evenings, as a 'Bouncer' for the "Blue Grotto" in Seaside Heights, N.J.

Since 1973, to the present, the client has been employed as a 'Custodian - Machine Operator' for Hoffmann La-Roche Co. in Nutley, N.J. He works full-time during the evening hours, and his duties include general maintenance work, such as floor-polishing, etc. The client stated that he enjoys working for the company, but is unhappy in his present position because it is "low class", and he would like a promotion to another type of job.

From 1979 to 11/1981, the client worked full-time during the day hours as a Printer for Allstate Legal Supply Co. in Mountainside, N.J., where he operated the engraving press. The client stated that although he liked printing work, and the people all loved" him, he left this job because he was too tired from holding down 2 jobs at one time.

The client has a driver's license and the use of his own car for transportation.

A member of the Central Jersey Club for the Deaf, the client stated that he socializes with both deaf and hearing friends. The client enjoys reading the newspaper, magazines, and National Geographic. His favorite sports are baseball, volleyball, football, and hockey. During his free time, the client enjoys working on his model trains as a hobby.

Tests Administered:

1. Wide Range Interest-Opinion Test.

   A. High Interest Areas:
      1. Very High:
         Mechanics - 'Designs, builds, and maintains machines.'
         Office Work - 'Types, files, does paper work.'
      2. High:
         Number - 'Works with numbers; knows algebra; computes.'
         Positive Bias - 'Is motivated by likes.'
         Negative Bias - ' Is motivated by dislikes.'
         Physical Science - 'Studies the motion of bodies in space-time.'
         Machine Operation - 'Operates machines, processes materials.'
   B. Low Interest Areas:
      1. Very Low:
         Music - 'Plays, composes, and/or enjoys music'.
      2. Low:
         Drama - 'Goes to stage plays; acts out own feelings.'
         Outdoor - 'Works on farm, in forest, in garden, at sea.'
         Chosen Skill Level - 'Works at shown level of difficulty.'
         Personal Service - 'Caters to individual needs and comforts.'
      3. Below Average:
         Art - 'Is skilled in arts and crafts.'
         Sales - 'Gets people to buy things and ideas.'
         Social Service - 'Works in education, health, employment.'

Name: [redacted]

2. Gates-MacGinitie Reading Test, Level B - Form 1.

Vocabulary Grade Equivalent = 3.6
Comprehension Grade Equivalent= 3.2
Total Vocabulary and Comprehension Grade Equivalent = 3.5, timed and untimed.

3. Wide Range Achievement Test, Levels I & II.

Arithmetic Grade Equivalent = 5.3, timed and untimed.
It was noted that the client could perform basic Addition, Subtraction, Multiplication, Division, Measurements, and Decimal calculations.

4. Purdue Pegboard.

Norms: Male Maintenance and Service Employees.
The client was given 3 trials.
Results: Right Hand score in 74%ile. Both Hands score in 10%ile.
Left Hand score in 80%ile. Assembly score in 1%ile.
It was noted that during the final Assembly section, the client paused and seemed momentarily confused. He began to take the assemblies apart, and then caught himself, and proceeded in the correct manner.

5. Crawford Small Parts Dexterity Test.

Norms: Male Appliance Factory Applicants and Unselected Applicants.
Results: Pins and Collars section score in 20%ile.
Screws section score in 20%ile.

6. Bennett Hand-Tool Dexterity Test.

Norms: Employees and Applicants in a Manufacturing Company.
Results: Performance score in 80%ile.

7. Minnesota Clerical Test.

Norms: Male Clerks Employed by a large Northeastern Bank.
Results: A.) Timed: Numbers & Names sections scores in 5%ile.
B.) Untimed: Numbers & Names sections scores in 99%ile.

8. Minnesota Paper Form Board Test.

Norms: Male Applicants for work at an Electrical Appliance Manufacturer.
Results: A.) Timed performance score in 30%ile.
B.) Untimed performance score in 80%ile.

9. Graves Design Judgment Test.

Norms: College Non-Art Group.
Results: Performance score in 62%ile.

Name: [redacted]

10. Science Heath Kit.

The client demonstrated successful performance in the following exercises, with no errors, and requiring no assistance:
#1: Electronic Candle.
#11: Two-Tone Patrol Car Siren
#12: Electronic Siren
#102: Wire-Type Light Signaller with Monitor
It was noted that the client heard the 'siren' sounds emitted during exercises #11 and #12.
The client was successful in sequencing, wire-assembly, and following diagrammatic directions for electronic schematics. There are no norms to-date.

11. Snellen Eye Chart.

Results: Both right and left eyes = 20/20 vision each.
The client does not wear corrective lenses.

12. Dvorine Color Plates.

The client accurately differentiated among colors.

13. S.A.V.E. Physical Capacity Work Samples.

The client demonstrated successful performance in all of the following tasks: lifting, climbing, balancing, stooping, crouching, kneeling, reaching, handling, and fingering, Ruler Reading, and Bolt Sorting.
The client scored in the Non-Acceptable range on the Form Perception task. It appeared that the client misunderstood the directions, although he gave the impression that he understood what was expected of him.

14. VALPAR Work Samples, #1, #4, #6, #7, #8, #9, #10, #11, #15.

Small Tools: Time score in 45%ile. Performance score in 66%ile.
Errors score in 95%ile. Disassembly score in 30%ile.
It was noted that the client inserted all of the pins upside-down in Panel 2.

Upper Extremity:
Assembly, Dominant Hand score in 30%ile.
Assembly, Other Hand score in 50%ile.
Disassembly score in 85%ile.
Performance score in 28%ile.

Independent Problem Solving:
Time score in 15%ile. Performance score in 41%ile.
Errors score in 95%ile.

Multi-Level Sorting:
Time score in 35%ile. Performance score in 67%ile.
Errors score in 95%ile.

Name: [redacted]

Simulated Assembly:
Performance score in 5%ile.

Whole Body Range of Motion:
Performance score in 95%ile.

Tri-Level Measurement:
Time score in 85%ile. Performance score in 55%ile.
Errors score in 30%ile.

Eye-Hand-Foot Coordination:
Time score in 95%ile. Performance score in 80%ile.
Total Points score in 25%ile.

Electrical Circuitry:
Section A: Circuit Continuity - 0 errors.
Section B: Circuit Testing - 1 error.
Section C: Circuit Application-
(Part I) - 0 errors.
(Part II) - 0 errors.
There are no norms to-date.

15. Other Work Samples.

Pipe Assembly - Successful performance.
Tile Sorting & Weighing
- Unsuccessful performance. The client apparently misunderstood the directions. He filled the boxes to the stated weight after mentally subtracting the weight of the box (he was not instructed to do this.).

Collating Material Samples
- Unsuccessful performance. The client apparently misunderstood the directions. Instead of collating 5 groups of materials to resemble the sample group, the client made 5 groups of solid colors.

Machine Calculating -
- Accuracy better than speed.

Filing - The client had 14 errors out of 150 cards. He also arranged the 'J-I-H-K' groups in that order. There are no norms to-date.

Communication Assessment:

The client's primary mode of communication, both expressively and receptively, is that of Sign Language. Although the client uses his voice, it is not intelligible to the untrained ear. The client also utilizes his speechreading skills and makes use of written communication with hearing people when they cannot comprehend his expressive communication. Although the client has residual hearing in his left ear he does not use a hearing aid. He demonstrated the capacity to hear high-pitched sounds such as those emitted from a siren, without a hearing aid.

The client demonstrated his ability to understand communication given in all modalities, such as those that were signed, voiced, demonstrated, diagrammatic, model, gestures, and written.

The client does not have sufficient hearing to use the telephone.

Name: [redacted]

Summary:

The client was punctual for each session during the Assessment period. He demonstrated a willing and agreeable attitude toward the evaluation process and saw each task through in a responsible manner.

The client learned routines quickly, and was able to conceptualize the dynamics of the work. When presented with any new task, the client was able to follow instructions, concentrate, and maintain motivation and an even temperament in spite of the built-in causes for frustration of some of the tasks. He worked well without supervision, and socialized readily during his free time.

The client worked very well with his hands and manipulated tools with ease. He demonstrated successful performance in the majority of the tasks, especially those involving hand-tool dexterity, electrical wiring, eye-hand-foot coordination, physical stamina, and art design.

The client stated that he enjoyed performing all of the tasks with the exception of the Simulated Assembly work sample.

According to the client, his goal is to become a Chemical Operator. The Dictionary of Occupational Titles (DOT) lists this job with a DPT code of 558.585-014. This means that the job relates to Data in the capacity of copying and comparing; to People in the capacity of taking instructions and helping; and to Things in the capacity of tending, feeding-offbearing, and handling.

Tests results indicate that the client has the skill and aptitude to perform well as a Chemical Operator. He has proven himself to have the skill and motivation for this type of work, and has demonstrated an ambition to improve his status and income. It is therefore felt that the client's goal to become a Chemical Operator is both realistic and beneficial for him. The client's strong interest and skill in mechanics and machine operation also indicate that the client could successfully progress through a training heirarchy of jobs that would eventually enable him to attain his goal of being a Chemical Operator. In view of the fact that the client's primary mode of communication is that of Sign Language, it is strongly suggested that the client be provided with an interpreter during the initial stages of job orientation, that he may fully understand the dynamics of the work involved.

Additional results of the Assessment indicate that the client could benefit from amplification provided by a hearing aid. The client demonstrated an ability to hear high-pitched sounds (emitted from the Heathkit) without an aid. It is felt that a hearing aid, fitted for the client after a complete audiological examination, would enable him to recognize and identify other work-related sounds involved with his chosen career goal.

One final, but important suggestion for the client's vocational interests, is that he purchase a tty device so that he may increase his self-sufficiency and demonstrate his responsible work attitude by providing a means for communication between his home and his place of employment.

Name: [redacted]

Recommendations:

1. That the client pursue his goal of becoming a Chemical Operator.

2. That if the above recommendation is not feasible for the company at this time, the client be transferred to those types of work that would facilitate his acquiring the necessary skills to perform the work involved for a Chemical Operator.

3. That the client be provided with an interpreter during the initial training stages of related types of work for a Chemical Operator.

4. That the client receive a complete audiological examination and follow through with a hearing aid evaluation if amplification is deemed beneficial for the client.

5. That the client acquire a tty device to ensure prompt and necessary communication between his place of residence and his place of employment.

The Fair Lawn Vocational Assessment Program for Deaf Adults will be happy to provide any assistance needed in the follow-up on this case.

January 29, 1982
Date

MaryLou Holl
Vocational Assessment Coordinator

APPENDIX Fair Lawn Vocational Assessment Program for Deaf Adults

Fair Lawn Community School
Morlot Avenue and Philip Street
Fair Lawn, New Jersey 07410
201-791-8040 (Voice/tty)

Vocational Assessment Report

Name: [redacted]

Address: [redacted]

Telephone No.: 863-0386

Date of Birth: 1-11-63

Age: 19

Soc.Sec.No.: 152-64-4938

Marital Status: Single

Education: High School - 3rd year.

Occupation: Student

Assessment Period: 4-19-82 through 4-23-82

Date of Report: 4-26-82

Reason for Referral:

The client is presently in his 3rd year of high school. He was referred by the Midland Park Secondary Hearing Impaired Program for an assessment of his skills and aptitudes, and for assistance in formulating short- and long-term career goals.

Background Information:

The client is a pleasant, 19 yr. old Caucasian male. Polite and well-mannered, he interacts well with people, and enjoys socializing with his peers.

According to the client, his hearing impairment is a result of a bout with the mumps at approximately 3-6 months of age. The client has been diagnosed as having a moderately severe, bilateral, sensorineural hearing loss. He presently wears two hearing aids.

The client is the youngest of 10 children: his older siblings are the products of his parents' previous marriages, and are all living away from home. The client is the only hearing-impaired member of his family. He resides at home with his parents, and communicates with them by means of speech and speechreading.

The client first attended regular classes at the Woodrow Wilson School in Weehawken. From 1972 - 1975, the client attended special classes for the hearing-impaired at schools in the Hackensack and Garfield School Systems. From 1975 - 1979, the client attended Resource Room programs at the Ridge School and George Washington Junior High School in Ridgewood. Since September of 1979, the client has been enrolled in the Midland Park Secondary Hearing Impaired Program. He is presently mainstreamed in the Bergen County Technical Vocational Satellite School and is due to receive his high school diploma in June of 1983.

According to the client, he is an "average" student, and his favorite classes are Math, Gym, and U.S. History; he does not enjoy English classes. He is presently undecided about pursuing his education, either academically or vocationally.

Name: [redacted]

The client's work experience has consisted of summer jobs obtained through the C.E.T.A. program for the past 3 years. He has worked as a Street Cleaner/Laborer in the municipal Public Works Department, and stated that his boss told him he has been "the best worker for 2 years in a row". In addition, the client has held a paper route from July of 1981 to the present for the Hudson Dispatch newspaper.

The client does not possess a driver's license at this time and relies on family members or public transportation when he travels.

According to the client, he socializes with hearing and hard-of-hearing friends. He enjoys reading mysteries, autobiographies, and science fiction books. A member of the Midland Park High School football team for the past 3 years, the client enjoys sports, and stated that he lifts weights every day to "stay in shape for the football season."

Tests Administered:

1. Wide Range Interest-Opinion Test.
   Interpretations:
   A. High Interest Areas:
      1. Very High:
         None.
      2. High:
         None.
      3. Above Average:
         Sex Stereotype - 'Prefers work formerly done by persons of own sex.'
         Mechanics - 'Designs, builds, and/or maintains machines.'
         Outdoor - 'Works on farm, in forest, in garden, at sea.'
         Athletics - 'Takes part in group or individual sports.'
   B. Low Interest Areas:
      1. Very Low:
         Sedentariness - 'Sits mainly in one place on the job.'
      2. Low:
         Office Work - 'Types, files, does paper work.'
         Positive Bias - 'Is motivated by likes.'
         Management - 'Directs the work of others.'
      3. Below Average:
         Number - 'Works with numbers; knows algebra; computes.'
         Sales - 'Gets people to buy things and ideas.'
         Music - 'Plays, composes, and/or enjoys music.'
         Ambition - 'Wants to improve self, income, status.'

2. Gates-MacGinitie Reading Test - Level C, Form I.

   Vocabulary Grade Equivalent = 4.1
   Comprehension Grade Equivalent = 5.5
   Total Vocabulary & Comprehension
   Grade Equivalent = 4.5, timed and untimed.

Name: [redacted]

3. Wide Range Achievement Test - Levels I & II.

Average Arithmetic Grade Equivalent = 6.4, timed and untimed.
It was noted that the client could perform Addition, Subtraction, Multiplication, Division, fractions, decimals, percentages, and exponential calculations.

4. Purdue Pegboard.

Norms: Male maintenance and service employees.
Results: Right Hand score in 30%ile. Both Hands score in 55%ile.
Left Hand score in 60%ile. Assembly score in 35%ile.

5. Crawford Small Parts Dexterity Test.

Norms: Male appliance factory applicants & unselected applicants.
Results: A. Pins & Collars section score in 30%ile.
B. Screws section score in 1%ile.
Notes: After working with the tweezers, the client rubbed his left hand and said that it hurt because he was not used to working with small tools.

6. Minnesota Clerical Test.

Norms: Male clerks employed by a large northeastern bank.
Results: A. Timed: Both Names and Numbers sections scores in 5%ile.
B. Untimed: Both Names and Numbers sections scores in 99%ile.

7. Minnesota Paper Form Board Test.

Norms: Male employees in mechanical and electrical positions.
Results: Performance score in 5%ile.

8. Graves Design Judgment Test.

Norms: High School Art Group.
Results: Performance score in 15%ile.

9. Snellen Eye Chart.

Results: Right Eye = 20/100 vision.
Left Eye = 20/70 vision.
With corrective lenses:
= 20/20 vision.
According to the client, his most recent eye examination was in January of this year.

10. Dvorine Color Plates.

Results: The client successfully completed the Nomenclature and Color Discrimination sections with no errors.

Name: [redacted]

11. S.A.V.E. Work Samples.

The client demonstrated successful performance on all of the following tasks: lifting, climbing, balancing, stooping, kneeling, crouching, ruler-reading, and form perception.

The client demonstrated unsuccessful performance on the hour-long bolt-sorting task. He complained of pain in his back, and said that he bruised his back in a minor school bus accident in February of this year, and has had a sore back since that time.

12. V.I.T.A.S. Work Samples.

The client demonstrated successful performance on all of the following tasks: Tile Sorting & Weighing, Nail & Screw Measurement & Sorting (Parts I & II), Pipe Assembly, Lock Assembly, and Machine Calculating.

The client's performance on the Collating Material Samples task was technically rated as being successful. However, it was noted that he did not follow directions initially: he had to be reminded to collate 5 groups of materials rather than just 1, and he also neglected to include 5 washers on the assemblies.

The client demonstrated better accuracy than speed on the following tasks: Verifying Numbers, Filing by Letters, and Proofreading.

The client demonstrated unsuccessful performance on the Payroll Computation task.

The client's performance on the Drafting task was not rated. Due to the Assessment schedule, the client was unable to complete this task. However, it was noted from the amount of work he was able to complete, that the 4 drawings were neat and in proper relative position to each other. The amount of time it took for the client to complete what he was able to indicates that his time rating would be low.

13. VALPAR Work Samples - #1, #6, #7, #9, #10, #11.

Small Tools: Assembly Time score in 15%ile. Errors score in 95%ile.
Disassembly score in 5%ile. Performance score in 43%ile.

Independent Problem-Solving:
Time score in 35%ile. Performance score in 62%ile.
Errors score in 95%ile.

Multi-Level Sorting:
Time score in 70%ile. Performance score in 78%ile.
Errors score in 75%ile.

Whole Body Range of Motion:
Performance score in 90%ile.
Notes: The client stated that he experienced no pain or fatigue upon completion of this task.

Eye-Hand-Foot Coordination:
Time score in 65%ile. Performance score in 68%ile.
Total Points score in 45%ile.

Name: [redacted]

Tri-Level Measurement:

Time score in 95%ile. Performance score below 43%ile.
Errors score below 5%ile.

Notes: The client demonstrated unsuccessful performance on this task. Although he worked quickly, he made 12 apparently careless errors. The majority of the errors were due to his misplacement of the machined parts in the 'Thread Rejects' slot rather than the 'Thread Size Rejects' slot.

Communication Assessment:

The client's primary modes of communication are those of speech and speechreading. Expressively, the client makes himself clearly understood, as his voice is quite intelligible. Receptively, the client relies on his speechreading skills coupled with amplification received from his hearing aids. Because of this, it is necessary to face the client when communicating with him, and to speak clearly so that he is able to discriminate the vocalizations. The client does not know Sign Language.

The types of instructions used with the client included those that were voiced, written, demonstrated, diagrammatic, and model.

The client is able to use the telephone with amplification. He has not yet had experience in using a tty.

Summary:

The client was transported to and from the Assessment Center by representatives of the Midland Park Secondary Hearing Impaired Program. He was evaluated along with 4 other students from the same program. The client was neatly groomed and appropriately dressed for the evaluation. From the outset, the client demonstrated a friendly and sociable disposition, and related well to both adults and his peers.

The client learned routines quickly, and undertook each task in an agreeable and responsible manner. He was able to follow instructions, concentrate, and maintain motivation and an even temperament in spite of the built-in causes for frustration of some of the tasks. He worked well without supervision.

The client's ratings on the various work samples indicated a basic inconsistency in his overall performance:

He performed well on most of the physical capacity tasks with the exception of work that required the ability to stand for long periods of time. His eye-hand-foot coordination is good. Results on hand-tool dexterity tasks indicate that the client manipulates larger hand-tools accurately, but performs these tasks with below-average speed. The client demonstrated poor performance manipulating small things, such as pins, tweezers, and a small screwdriver. The client demonstrated good form perception, but poor spatial perception (both of these skills are necessary in the area of mechanical work). The client demonstrated his ability to perform well on some tasks that involved

Name: [redacted]

detail work, but not on others. He produced careless errors on the Collating Material Samples, Verifying Numbers, Nail & Screw Measuring & Sorting (Parts I & II), Proofreading, and Tri-Level Measurement tasks. In addition to the client's carelessness with some of the detail-work tasks, the amount of time he required to complete the tasks was also a drawback to successful performance. He demonstrated good independent problem-solving abilities.

According to the client, the work samples that he enjoyed performing were the Ruler-Reading, Small Tools, Machine Calculating, Payroll Computation, Nail & Screw Measuring & Sorting (Parts I & II), Lock Assembly, and Tri-Level Measurement tasks. He did not care for the Form Perception, Tile Sorting & Weighing, Verifying Numbers, and Proofreading tasks.

The client's scores on the WRIOT correlate with his expressed interests. However, his low Positive Bias score suggests a need for the client to receive work-exposure counseling so that he may become knowledgable of the various existing occupations that correlate with his skills and aptitudes. Results from the WRIOT indicate that the client has above-average interest in "masculine" employment that would involve some type of mechanical work out-of-doors.

At the end of the Assessment, the client stated that he would possibly like to become employed as a "Building Mechanic". However, it became apparent that the client did not really know what a "Building Mechanic" was. He said that he liked to work with his hands, and that he also liked 'electrical work'.

According to the Revised Minnesota Paper Form Board Test Manual (The Psychological Corp., New York, 1970, p.3), this test measures "those aspects of mechanical ability requiring the capacity to visualize and manipulate objects in space." The client's score in the 5%ile (as normed against male employees in mechanical & electrical positions) on this test raises serious questions as to his chances for successful performance in the area of mechanics. It should be stressed that the client's mechanical aptitude is being questioned only. Due to some inconsistency in his performance on related tasks, we cannot rule out the client's chances for eventual success in this area, we can only question if it will occur. It was noted that the client performed well on the Form Perception and Lock Assembly tasks, and that he also demonstrated the potential for successful performance in the Drafting task. With all of the above taken into consideration, in addition to the client's expressed interest in the area of mechanics, it is suggested that further tests be made on the client's spatial perception, and, pending the results of these tests, that specific job titles in this area be researched to determine to what extent spatial perception abilities are required for successful performance.

In sum, the client present himself as a friendly, self-possessed young man, who interacts well with others. He is somewhat vague about his career goals, but demonstrates a willingness to learn about various types of work. He has good general physical capacity, and seems to prefer work that is active, rather than work that is sedentary in nature. He has the ability to perform detail work, but has a tendency to be careless, and doesn't check his work as often as he should.

With reference to the Dictionary of Occupational Titles (U.S. Dept. of Labor, 4th ed., 1979), it is suggested that the various job titles listed as Occupational

Name: [redacted]

Categories 40, 41, 42, 74, 84, & 85 be explored with the client. They are, respectively: Plant Farming Occupations, Animal Farming Occupations, Miscellaneous Agricultural & Related Occupations, Painting, Decorating, and Related Occupations, Painting, Plastering, Waterproofing, Cementing, & Related Occupations, Excavating, Grinding, and Paving, & Related Occupations.

With reference to the premise that all jobs relate to some degree to Data, People, and Things, it is felt that the client would function best in a job title that has a DPT code range of .563 - .687. This indicates that the job would require the client to interact with Data in the capacity of copying, comparing; to People in the capacity of speaking-signalling, serving, taking instructions-helping; and to Things in the capacity of driving-operating, manipulating, tending, feeding-offbearing, and handling. It is suggested that the client undergo a complete physical examination to determine what limitations (if any) his back problems would place on his ability to perform manual labor.

The client is presently undecided about furthering his education. Should he decide to pursue post-secondary education, it is suggested that he first improve his reading and math skills, and second, that he carefully choose a school or program that offers a variety of courses that would include orientation and/or training in the above-named occupational categories.

Recommendations:

1. That the client undergo a complete physical examination to determine what limitations (if any) his back problems would place on his ability to perform manual labor.

2. That the client receive additional instruction in the areas of reading and mathematics to improve his skills, and bolster his chances for acceptance into and successful completion of post-secondary programs.

3. That the client's spatial perception be further tested, and , pending the results,

4. That the client receive work-exposure counseling that would include the various types of jobs listed in this report under the DOT Occupational Categories, specifically, those jobs that correlate with the client's spatial perception abilities, and those jobs that are listed with the DPT code range as provided above.

5. That should the client decide to pursue post-secondary education, he carefully choose a school or program that offers courses that would include orientation and/or training in the above named occupational categories.

6. That the client pursue summer and/or part-time employment in some capacity in any of the Occupational Categories listed in this report, to provide him with "hands on" experience and to help him focus his career goals more narrowly.

Name: [redacted]

7. That the client receive assistance in improving his performance with detail work so that he will produce consistently acceptable work, being mindful of his tendency towards carelessness.

The Fair Lawn Vocational Assessment Program for Deaf Adults will gladly provide further assistance, should our services be needed.

April 26, 1982
Date

MaryLou Holl, M.Ed.
Coordinator
Vocational Assessment